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ABSTRACT

This guide presents a number of activities that are designed to attract students and teachers to the school library media center. Included are ideas and suggestions gleaned from various professional journals, books, and library media specialists around the state of Texas, such as: (1) games, contests, and reading clubs; (2) bulletin boards; (3) exhibits and displays; (4) signage, library forms, and bookmarks; (5) special days, weeks, and months; and (6) book fairs. While most of the activities suggested are designed for elementary and middle/junior high schools, they can be adapted to high schools. A bibliography of public relations information is provided, which includes sources of posters. The appendixes contain reproducible items (Readers' Clubs, reading games, clip art samples, bookmarks) useful in the library media center setting. (3 references) (CGD)

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Attracting Students and Teachers to the Library Media Center

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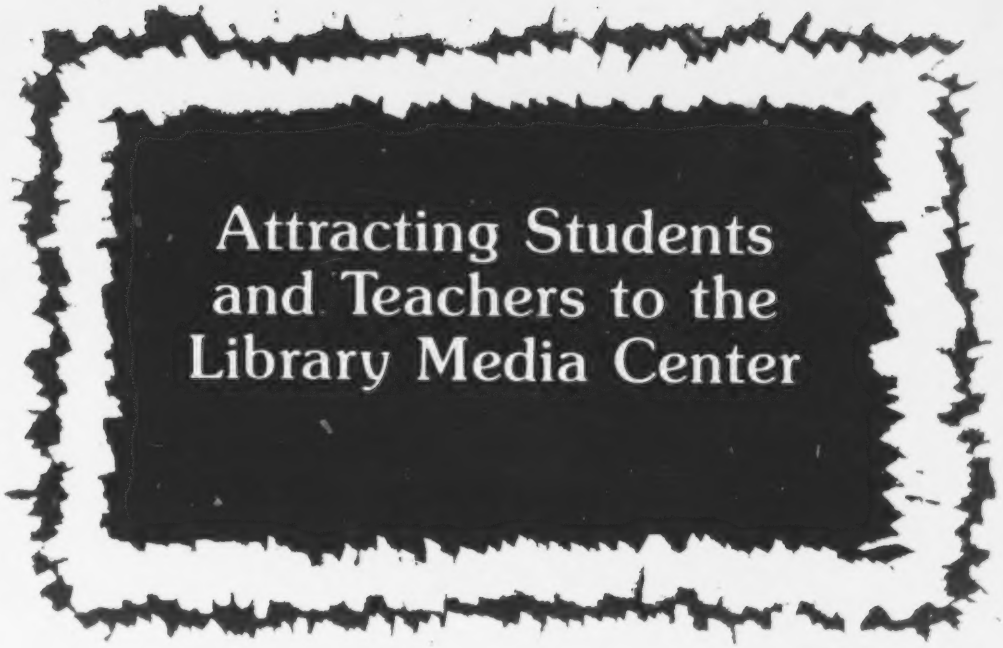

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This publication was developed by Agency staff members in the Office of the Deputy Commissioner for Curriculum and Program Development.

VICTORIA BERGIN
Deputy Commissioner for Curriculum
and Program Development

GRACE GRIMES
Assistant Commissioner for Curriculum
and Instruction

LEROY F. PSENCIK
Director, Division of General Education

MARY R. BOYVEY
Director, Library Media Program
Division of General Education

JUNE KAHLER
Education Specialist
Library Media Program
Division of General Education

PAT FOLMAR ROBINSON
Editor
Division of General Education

Foreword

The involvement of students and teachers in a lively, well-planned library media program will result in a positive attitude of the school community toward libraries, an appreciation of the various services and resources available, and an increased desire for students to proceed with research and the enjoyment of literature.

Bulletin boards, reading contests, and games are simply means to attract students and teachers. Once they are in the library media center, the library media specialist has the responsibility to provide quality service that will encourage active use of the resources. This publication presents a number of activities that may be undertaken. We hope these ideas will spark many more for use in media centers around the state.

W. N. Kirby
Commissioner of Education

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Introduction

The library media center can be the attractive, lively hub of the school. It can offer challenging programs, courteous service, lively activities, and an inviting atmosphere. These are the elements that attract students and teachers to the library.

In planning to provide these elements, library media specialists may consider the following questions:

- How can the services offered in the library media center be brought to the attention of students and teachers?
- How can the library media specialist excite students and teachers about the varied activities?
- How can student/teacher enjoyment of the library media center be heightened?
- How can the library media specialist promote service?

A quality library media center deserves a carefully planned public relations program. Such a program requires continuous and conscientious effort and encompasses everything from a sincere greeting at the entrance to a colorful bookmark at the circulation desk. The library media specialist must project a friendly, caring attitude; the physical surroundings should be inviting and attractive and convey a warm feeling of hospitality. To maintain good public relations, the staff should reassess constantly the teachers' and students' perceptions of the library.

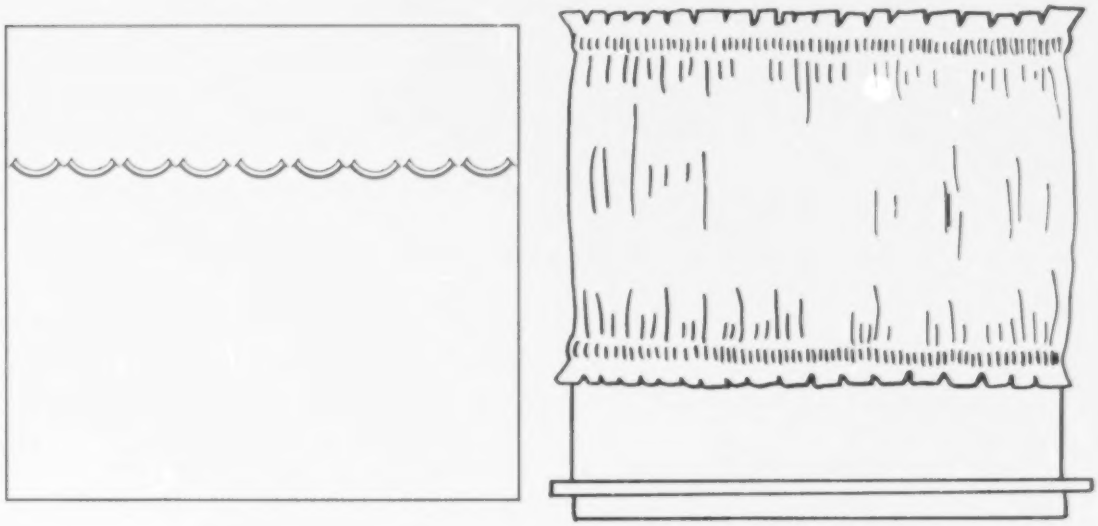
This publication includes ideas and suggestions gleaned from various professional journals, books, and library media specialists around the state. The majority of the activities suggested are designed for elementary and middle/junior high schools. However, with creativity on the part of the library media specialist, many can be adapted for high schools. A bibliography of helpful sources of public relations information comprises the references section, and the appendices include useful items that may be reproduced.

Activities, Programs, and Projects

The following suggestions to library media specialists are intended to be inexpensive to implement, with the major outlay being in time, effort, and enthusiasm.

Making the Library Media Center Attractive

A pleasing window treatment is always a room improvement. Hide unattractive blinds behind a brightly colored paper valance. Scallop the paper and attach with tape or thumbtacks.



Dress up narrow windows with inexpensive, loose-weave fabric hemmed at top and bottom. Use tension rods to secure the drapes.

Reading corners or areas may be fashioned many ways. An old-fashioned bathtub with soft pillows is popular, or make a cave from a card table and drop cloth; make a castle by cutting and painting large pieces of corrugated cardboard to resemble the facade of a fairy tale castle.

Plants add an appealing touch. Consider both hanging baskets and countertop plants. Offer to winter large plants for teachers, thereby gaining additional greenery. Of course, light conditions are a factor; substitute silk arrangements if necessary.

Games, Contests, and Reading Clubs

Students should receive recognition for their reading accomplishments, and certificates are a typical means of commendation. Frequently, library media specialists give students certificates to denote certain accomplishments such as their reading a predetermined number of books or pages, or reading in a particular subject area. The campus library media specialist, in conjunction with classroom teachers, will establish the criteria. Sample criteria and certificates are shown on pages 18-19.

The Texas Bluebonnet Award is presented annually to the author of the statewide favorite book. The purpose of this reading program is to encourage Texas children to read more books, to explore a variety of current books, to develop powers of discrimination, and to identify their favorite titles. Students, Grades 3-6, may participate. An annual registration fee is charged. For a packet of information and promotional ideas, contact:

Texas Bluebonnet Award
Texas Library Assoication
3355 Bee Cave Road, Suite 603
Austin, TX 78746

The library media center may sponsor a contest for students to decide the best voice to represent favorite literary friends such as Pooh Bear, Wilbur the Pig, and Jo in *Little Women*. In such a contest, students read a selection from the books and record their voices for playback.

In choosing ideas for reading club themes, remember to emphasize quality over quantity of reading.

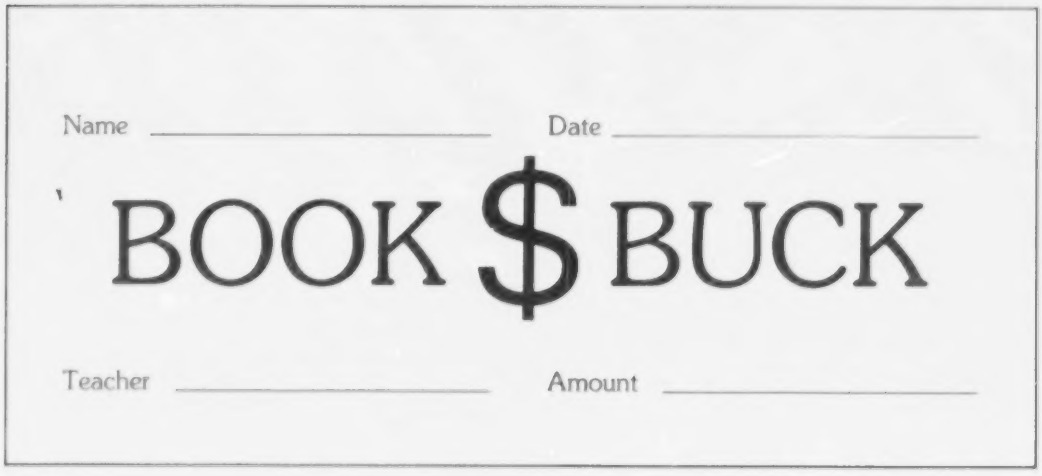
1. Sail to Adventure—Each participant receives a passport to use in recording books.

2. Calico Cat Club—As books are read, patches are colored to match the book's subject area. See page 20 for example.

3. Reading River—Each student has a small boat with his or her name on it. As students read books, they move their boats along the reading river until reaching Good Reader's Harbor. See page 21 for example.

4. Clowning Around Club—Each student is given a paper figure of a clown. Students add costume and face parts as they read humorous, light-hearted books.

Use book bucks to reward students for many different actions. Students earn bucks by returning books on time and by superior behavior, courteous acts, service in the library media center, and successful completion of library skills assignments. The design of the book buck is optional. Here is a sample:



Students may use bucks to buy paperback books, pay admission to a special movie in the library media center, or buy special treats such as bookmarks, finger puppets, and posters. Or hold an auction and let students use book bucks as the legal tender.

A "Smile—You Have a Library" contest produces two results: many students visit the library media center, and some become instant celebrities. Take pictures of a variety of students, include a broad mix from popular to frequently overlooked students. Each photo must feature a student with a big smile. Display photos (unnamed) on an appropriate bulletin board. Students enter the contest by attempting to identify the individuals. This is a strong morale builder for the unassuming student and fun for all.

Sesame Street's Big Bird is a beloved friend to many primary graders. Display a defeathered bird on the bulletin board. Add a feather (a scrap of yellow paper with a child's name and the title of a completed book) when a book is read. Hold a drawing of a feather later and award a prize.

Ask each class to write a Guinness Book of Reading Records. Students set reading records in such categories as Preposterous Places in which odd reading places (under the kitchen sink) are recorded; Physical Feats (upside down in a tree); Physical Characteristics (read by the boy with the most freckles). At the end of the week, students turn in pages describing the activities to the librarian who then mades one large Guinness book.

"If I wrote a book, the title would be _____" is the title for an unusual contest. Students create a title and first paragraph, and teachers or local journalists serve as judges. Display entries on the bulletin board and later bind them as a book.

Develop a reference hunt based on the idea of an Easter egg hunt. Duplicate an appropriate shape (egg, shamrock, turkey) on construction paper and cut out as shapes or squares. Print questions on the back and hide throughout the school. Students and teachers who find the questions bring them to the library media center and look up answers. Award a prize for every correct answer.

Bulletin Boards With A Purpose

Bulletin boards and displays attract students and teachers to the library media center. Use these devices to foster student participation, to inform, and to promote the use of resources and services. The conventional bulletin board and display area are obvious targets, but use other areas such as open shelf space, blank wall space, and easels. Create attractive backgrounds with wallpaper, burlap, and foil; use a variety of materials for three-dimensional effects. Mailing tubes become rockets, and cotton becomes clouds. The following are guidelines* for better bulletin boards or display areas:

- Make displays dramatic and uncluttered for maximum eye appeal.
- Use catchy captions; adapt modern advertising techniques.
- Be sure displays and exhibits are purposeful, informative, instructive, and attractive.
- Avoid a profusion of book jackets.
- Use color to advantage.
- Change displays frequently.
- Consult the art department and students for ideas and advice.
- Ask students to plan and arrange displays.
- Use a variety of materials such as cloth of different textures, wallpaper, pictures, maps, corrugated paper, pipe cleaners, three-dimensional objects, mobiles, models, and anything else to provide interest.
- Be sure lettering is distinct and large enough to be read easily.

Student Participation Bulletin Boards

Urge students to bring photographs of their pets, and display these with pet's and owner's names. Feature colorful jackets from pet books on the bulletin board. Entice faculty members to participate, too.

Make a reading railroad. Make cars from cardboard boxes, and entitle each car with a tempting name. Fill the boxes with 3x5 cards that describe an appropriate book. Students select cards and search the shelves for the titles such as Cattle Car (books about cowboys and the wild West), Frozen Fiction (stories such as *Call of the Wild*), and Sleepers (good books, often missed).

To create an interesting display, ask well-known students and teachers to select a book they would recommend to others. Photograph them holding the books and mount the pictures on a colorful background. Suggested caption would be "What Do Eagles (the school mascot) Read?"

*Dorothy T. Taggart, *Management and Administration of the School Library Media Program* (Hamden, CT: Library Professional Publications, 1980), p. 16.

Promotional Bulletin Boards

Take candid photographs throughout the school year and use as the culminating bulletin board in May and as the first board of the new school year. Later, place the photos in the library media center's scrapbook.

Advertisement in newspapers, magazines, and the mail delivers a wealth of bulletin board ideas. Examples of clip art with captions are shown on pages 22-23.

Instructional Bulletin Boards

Use a long, large bulletin board or a sizeable blank wall as a Word Wall. Students post words because of the way they sound, the way they look, or because their meaning is not known. The words are from the students' reading of newspapers, magazines, and recreational materials. Proper nouns are excluded. Students categorize the words into Sound, Look, or Unknown columns. Once the idea catches on, there is lively use of dictionaries and thesauruses.

Bulletin boards may be used to teach many library skills and to introduce resources books. Examples of topics are:

1. Find the Fact Fast—Post a sample index on the bulletin board. Use large printing so that the index may be read at the room's length. Use the display to generate questions during skills instruction.

2. Find the Topic Fast—Adapt the same activity with a table of contents.

3. Far Out Places—Mount a large world, United States, or Texas map on the bulletin board. Using atlases, students locate odd names. Then they string yarn from name to place.

4. Alphabet Soup—The bulletin board features a large soup cauldron filled with acronyms, or the board can resemble a soup display in the grocery store. The skill topic is **acronym dictionaries**. Request students to add additional acronyms from their reading.

Exhibits and Displays

Many students have an interest in rocks and minerals; capture this curiosity by establishing an identification center. The assistance of an earth sciences teacher would be useful. Change the center to display fossils, unusual specimens, and rocks found locally. An interesting sideline would be a birthstone display with information about the stone, flower, etc.

Highlight the great outdoors by asking Boy or Girl Scouts to set up a demonstration campsite for others to see. They may set up the campsite in the library media center or outside the center and demonstrate camp routines. Feature books about camping skills.

A different method to display book jackets is to punch holes in the jackets about one-third and two-thirds down from the top and mount them on two looseleaf book rings which are available in office supply stores. With enough jackets, they fan out in a large circle and make an attractive display. To save inquiries, add the classification to the cover for student use. A special collection of jackets from new books would introduce recent additions.

Fill large display cases with topical items emphasizing a theme. An example of a theme would be "Hundreds of Cats, Millions of Cats." Use cat figurines, stuffed toys, pictures, and prominently displayed posters of Garfield. If pictures of various breeds are included, plan an identification contest. Other themes could be developed around bears, dolls, and old toys.

The library media center is the logical area to display student arts and crafts, special collections, and hobby items. In this central location, everyone can enjoy unusual and interesting exhibits. These materials will promote the use of library resources, also.

Remember the "good old days" with a Nostalgia Day. An exhibit may feature photos, fashions, music, and memorabilia from an era. Also, if desired, spot-light the community and its activities of the time. Enlist teachers' and parents' assistance.

Develop a cooperative effort between the art department and the library media center. Encourage students to use book characters, folklore heroes, and real people as models for clay sculpture, collages, life-sized paper-stuffed objects, soap or paraffin carvings, potato prints, papier mache, dioramas, and life-size wall hangings. Attractively display these art objects in the library with accompanying books. Decorate the halls with large flat hangings. Include teasing riddles about the characters to initiate guessing games.

Signage, Library Forms, and Bookmarks

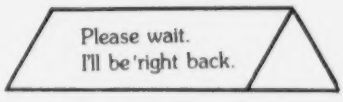
If the school uses hall passes, use different designs on brightly colored paper for the library passes. A clever cartoon and catchy phase will intrigue students.
Examples:

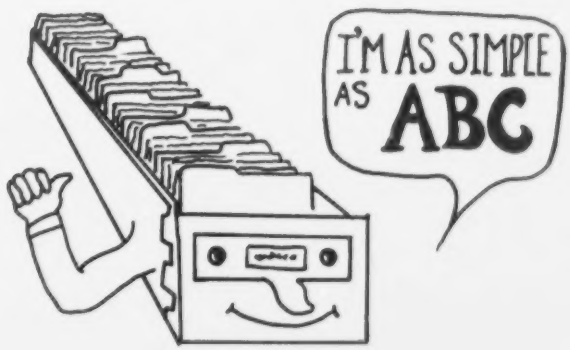
SCHOLARLY ANGEL LIBRARY PASS Name _____ Period _____ Expires _____	BACTRIAN CAMEL LIBRARY PASS Name _____ Period _____ Expires _____
SCHOLARLY ANGEL LIBRARY PASS Name _____ Period _____ Expires _____	LUTE LIBRARY PASS Name _____ Period _____ Expires _____
BOOK-A-GO-GO LIBRARY PASS Name _____ Period _____ Expires _____	READING BEETLE LIBRARY PASS Name _____ Period _____ Expires _____

From Patricia Freeman, *Pathfinder: An Optional Guide for the School Librarian* (New York: Harper and Row, 1975), p. 166.

Bookmarks are always popular and can render a variety of messages. The intent is to save wear and tear on library books while promoting library services or reading. They can be made locally, purchased, or ordered from publishers during promotional periods for a new book. Clever quotations, poems, proverbs, list of books, and seasonal topics are always popular. Change kinds of bookmarks often. See pages 24-27 for simple masters for locally produced bookmarks.

Clever signs create a pleasant environment. Courteously ask students to wait with this three-sided sign.



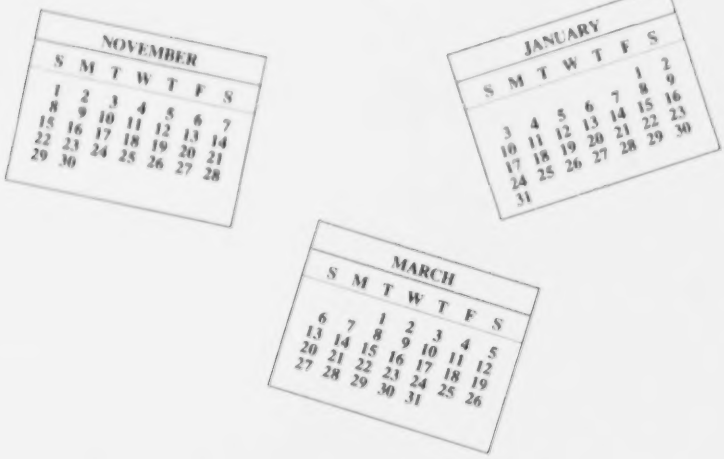


Encourage students to use the card catalog with this standing poster.

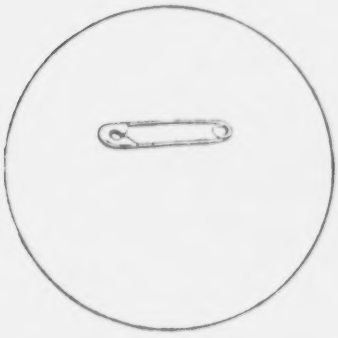
Special Days, Weeks, and Months

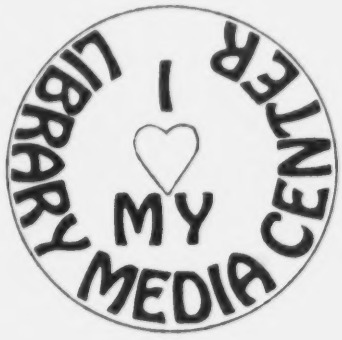
Handwriting analysis always intrigues. Collect books on handwriting analysis and declare a Handwriting Day. Students can be their own analysts; they may compare historical documents and signatures with today's handwriting. For an interesting twist, display teachers' handwriting (with no identification). As a brief contest, ask students to guess the writers.

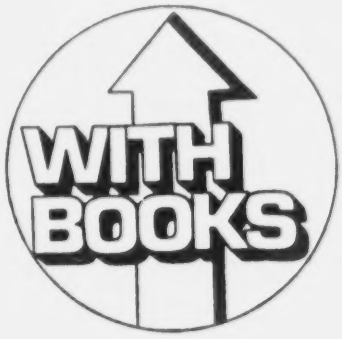
To celebrate National Library Week or some other special week, hold a lunchtime film festival in the library media center and show appropriate films or video tapes. Students may bring their lunch and watch as they eat. Admission is free, but the student must obtain a ticket in advance from the library media specialist. Have each student write his or her name on the back of the ticket, and hold a drawing for a free book at the film's conclusion. As variations, invite special speakers such as stamp collectors, world travelers, artists and musicians, and representatives of nature centers or environmental groups. Also, invite students to demonstrate their hobbies such as kite flying, photography, and painting.

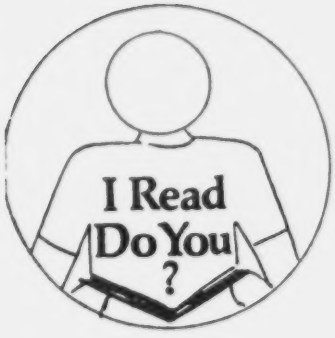


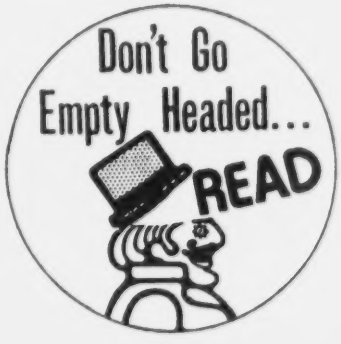
Most students love to wear buttons. National Library Week or School Library Media Month are good occasions for button wearing. Purchase button-making equipment or ask student assistants or parent volunteers to make homemade ones. Cardboard circles can be cut, safety pins stapled or sewed to the back, and an appropriate slogan glued to the front. Patterns from *School Library Media Activities Monthly* follow:











Directions for making buttons: Cut out button pattern from the set illustrated here. Cover with acetate cut to correct size. Cut cardboard and attach the safety pin as marked on the cardboard pattern. Glue, staple, or stitch the safety pin in place. Paste the button design onto the cardboard, and glue the acetate in place (around the edges).

To recognize special days, design colorful placemats for the teachers' lunch trays and feature a list of books, puzzles, or helpful hints.

April is designated as National School Library Media Month. The American Association of School Librarians serves as sponsor, and promotional programs are developed around a different theme annually. For detailed information, contact:

American Association of School Librarians
National School Library Media Month Committee
50 E. Huron Street
Chicago, IL 60611

Children's Book Week is celebrated in November. For a brochure about posters, mobiles, and bookmarks, contact:

Children's Book Council
Children's Book Week Division
67 Irving Place
New York, NY 10003

National Library Week occurs in April. Outstanding posters featuring national celebrities are offered along with a host of promotional items. Contact:

National Library Week
American Library Association
50 E. Huron Street
Chicago, IL 606ll

Activities That Share Literature

A collection of hats will provide the opportunity for students to dramatize stories or portray real persons. A box of hats is easier to collect than costumes and is as effective. A sideline would be to sponsor a "Hat Day" and feature literary figures whose stories involve hats (Bartholomew Cubbins, *Caps for Sale*) or characters readily identified by their hats (Sherlock Holmes, Davy Crockett).

Students may design new brightly colored jackets to cover old books. In designing the front and back covers, the student may incorporate a blurb he or she has written. The back cover can include a school photograph of the student illustrator and a short biography. Students may make jackets from drawing paper or paper bags. Cover them with mylar and attach them to the book. The library media center benefits with new jackets, and the students enjoy the pleasure of ownership in a library book creation.

On a long narrow roll of paper, students may illustrate the sequence of a favorite book. They attach the paper to two dowel sticks, and the narrator scrolls the story as he or she tells the tale to the class. This technique works well with folk and fairy tales and biographies.

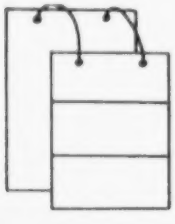
Have students develop an animation of a scene on adding machine tape. To get the animation, the students draw a sequence of pictures with each one showing a bit more movement than the preceding scene. Roll the tape quickly, and motion is simulated.

Students may write their own stories or books. They design the covers and do the illustrations. Their works are arranged together on a specially designated shelf for all to read.

An auction may produce interest with play money or tokens given to students during the class' visit to the library. The library media specialist or students do book talks about their favorite titles, followed by an auction with bids made to obtain reading rights.

Have students design quilt squares depicting favorite book characters or scenes. Students draw the squares with marking pens or do them in stitchery and sew them together. The quilt may be a wall hanging, a curtain for a private reading area in the room, or a present to the school as a class gift.

To share favorite books, students can design and make sandwich story boards. Using two sheets of 12' x 24' poster board, divide each panel into three equal sections. Punch two holes in the top of each board, and use string to tie the pieces together for wearing over the shoulders. Write the author and title in the first square and devote the rest to scenes and sentences. The student shares his book by wearing the sandwich board.



Activities That Reach Beyond The Library Media Center Walls

The library media center may sponsor a pen pal program. Obtain names from the Student Letter Exchange, 910 Fourth Street, S.E., Austin, MN 55912. U.S. addresses cost 50 cents; foreign addresses, $1.00. To introduce the activity, display a world or U.S. map with the caption, "We Get Letters" or "Foreign Correspondents." As letter exchanges begin, add markers and names to the map.

A balloon launch to mark a special day or week can spark enthusiam. Students may attach handwritten cards in hopes of a reply from far away. The message may read, "Hello, Balloon Finder! Our school is celebrating National Library Week, and we hope you're a reader, too. Please return this card to me at (name, address)." As cards are returned, record distances on the bulletin board.

Most public libraries participate in the summer reading program developed yearly by the Library Development Division of the Texas State Library. Posters, bookmarks, and a program guide are developed to fit the year's theme. The guide includes a multitude of good promotional ideas. To obtain a free copy, contact the Texas State Library, Library Development Division, Box 12927, Austin, TX 78711, Attention—Summer Reading Program. Encourage students to participate to build a leisure reading habit and to keep up skills over the summer. Plan an orientation trip to the public library or invite the children's librarian to school. Encourage students to sign up for library cards, and recognize those who use the public library frequently and responsibly. A bulletin board at the beginning of the school year may feature these students and their summer reading accomplishments.

If a student newspaper is published, a library media center column should be a regular feature. News may include student reviews of new books, interviews of student assistants and librarians, details of library media center activities, contests, and announcements of award winning books.

Have students invite local celebrities to the library media center and develop interview questions for them; the session should be conducted by students and audio or video taped. Athletes, disc jockeys, musicians, newspaper reporters, and authors are possible candidates.

Library media specialists of one school have instituted a yearly breakfast for administrators and board members. A sit-down breakfast is followed by a carefully planned program. The first year, a three-screen, slide/tape presentation featured library media activities in every school in the district. The following year an original musical combined live and video segments to tell a story of the many roles of the library media specialist.

Put up a Help Yourself shelf in the teachers' lounge. Items that might be available are travel brochures, tax tips booklets, and adult paperbacks for swapping.

Thoughtful and humorous touches will endear the library media specialist to teachers. Medicine bottles filled with jelly beans, red hots, or other candies may be distributed. The prescription may read: "Take as needed to dispel a bad day caused by quarrelsome students, spilled milk, lost reports, rainy weather, and panty hose runs." Variations are special treats on holidays, report card days, and birthdays.

Students may write letters to their favorite author. Often the author will answer. Envelopes may be addressed to the author's publishing company, a self-addressed, stamped envelope included. Prior to writing, a short library skills lesson should teach the student how to determine if an author is alive or deceased. Not every author will respond, but they do enjoy letters from their readers, especially those that discuss their books in the child's own terms.

Graduating seniors may be honored in a special way. Roll up congratulatory letters, tie with ribbons of the school colors, and place in a graduation cap. Seniors are encouraged to take one for post school reading guidance. See page 28 for an example.

The library media specialist may ask to have a part on the parent-teacher association program. Students may help as a mini-lesson is taught or a skit or short play featuring favorite literature classics is presented. Another option is to present a slide show with narrative. The slides would portray the variety of activities occurring in the library media center and would feature students.

The involvement of a school in a sustained silent reading program indicates a commitment to the encouragement of reading as a pleasurable, as well as informative, activity. This program necessitates the total participation of everyone on campus; no one is excluded from principal to cafeteria assistant.

Implement the program in this manner.

1. Obtain commitment of total school.

2. Choose a day of the week and the time for reading. A timespan of approximately 15 minutes is suggested. The reading time may be observed once a week or as the staff determines.

3. At the predeterminded time, everyone reads silently—principal, teachers, students, nurse, counselor, library media specialist, custodian, cafeteria staff, etc. This is not group reading; everyone reads alone. The time is observed in silence.

4. No mandatory reading selections are required. Reading materials are the individual's choice and may be library books, magazines, paperbacks, and books from home.

This activity fits within the framework of language arts. It has been implemented successfully in many districts and is an inexpensive, pleasurable method to encourage reading.

Book Fairs

The purpose of conducting book fairs is to encourage reading, to introduce students to books, to promote personal ownership of books, and to support the growth of home libraries. Incidentally it is a means of earning additional funds for the library media center. The stocking of paperbacks as sale items is virtually universal. The choice of a supplier is paramount. The options available are distributor-supplied stocked cabinets, single copy display with orders taken from students, and multicopy displays furnished by local book stores. Library media specialists may draw on the experiences of nearby colleagues for recommendations. Advance promotion of the fair is vital for success, but the rewards of the effort are worthwhile. For a detailed outline for holding a book fair, see Gillespie and Spirt's book, *Administering the School Library Media Center*, pp. 316-319.

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Mallett, Jerry J. *Library Bulletin Boards and Displays Kit*. West Nyack, NY: Center for Applied Research in Education, Inc., 1984.

Professional Journals

School Library Media Activities Monthly
(monthly except July and August)
17 East Henrietta Street
Baltimore, MD 21230

School Library Journal
(monthly except June/July)
Subscription Department
P.O. Box 1426
Riverton, NJ 08077

School Librarian's Workshop
(monthly except July and August)
Library Learning Resources
61 Greenbriar Drive
Berkley Heights, NJ 07922

Book Report
(five issues a year)
Linworth Publishing Company
P.O. Box 14466
Columbus, OH 43214

Sources of Posters

ALA Graphics Catalog
Public Information Office
American Library Association
50 East Huron Street
Chicago, IL 60611

Argus Communications
P.O. Box 6000
Allen, TX 75002

Upstart Library Promotionals
P.O. Box 889
Hagerstown, MD 21741

Children's Book Council
67 Irving Place
New York, NY 10003

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Freeman, Patricia. *Pathfinder: An Operational Guide for the School Librarian*. New York: Harper & Row. 1975

Gillespie, John T. and Spirt, Diana L. *Administering the School Library Media Center*. New York: R.R. Bowker Company. 1983

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Appendices

Readers' Clubs

Schools may sponsor readers' clubs to encourage students in K-Grade 12 to read a wider variety of good books. Any librarian, classroom teacher, or group of teachers may organize a reading club and plan activities for a school or for a particular class.

Suggestions for Membership in the Club

1. Encourage the student to read during the year a minimum of 10 books that represent a wide variety of classifications. The following may be used as a guide for types of books:

Fiction	5 books
Biography	1 or 2 books
History	1 book
Folklore	1 book
Other nonfiction	1 or 2 books

   The librarian or teacher should feel free to vary these suggestions.

2. The teacher or librarian should help the student to select books on the level of his or her reading ability regardless of grade classification. Books selected should be of good quality and of interest to the student, subject to the judgment of the librarian or teacher.

3. The teacher or librarian sponsoring a club may wish to keep a record of each student's reading for the year. Such a record may be included in the permanent record folder or passed on to the next language arts teacher.

4. Some periods may be set aside during the school year for students to share their reading experiences with others.

5. The basic objective of reading clubs is to enrich students' experiences and to lead them to know the pleasures of reading good books.

Awarding Certificates

Award certificates to students who read the preset number of books. Certificates should be designed locally. Suggestions for variety are:

1. Design certificates using the school name and any distinguishing feature. Color or design may be altered yearly.

2. If a number of schools in a district participate in reading clubs, a district certificate may be designed. Different certificates could be developed for each division, grade, or school.

Special recognition should be given students receiving certificates. An honors assembly or parents' meeting might be an appropriate occasion. Whatever option is chosen, encourage students to take pride in their reading accomplishment.

Texas Readers Club

This is to certify that

_____

has completed the requirements for active membership in the Texas Readers Club,

and as acknowledgment of this accomplishment is hereby granted this

Certificate of Award

_____ _____ _____

Year School Grade

Texas Readers Club

This is to Certify that

_____

has completed the requirements for active membership in the Texas Readers Club,

and as acknowledgment of this accomplishment is hereby granted this

Certificate of Award

_____ _____

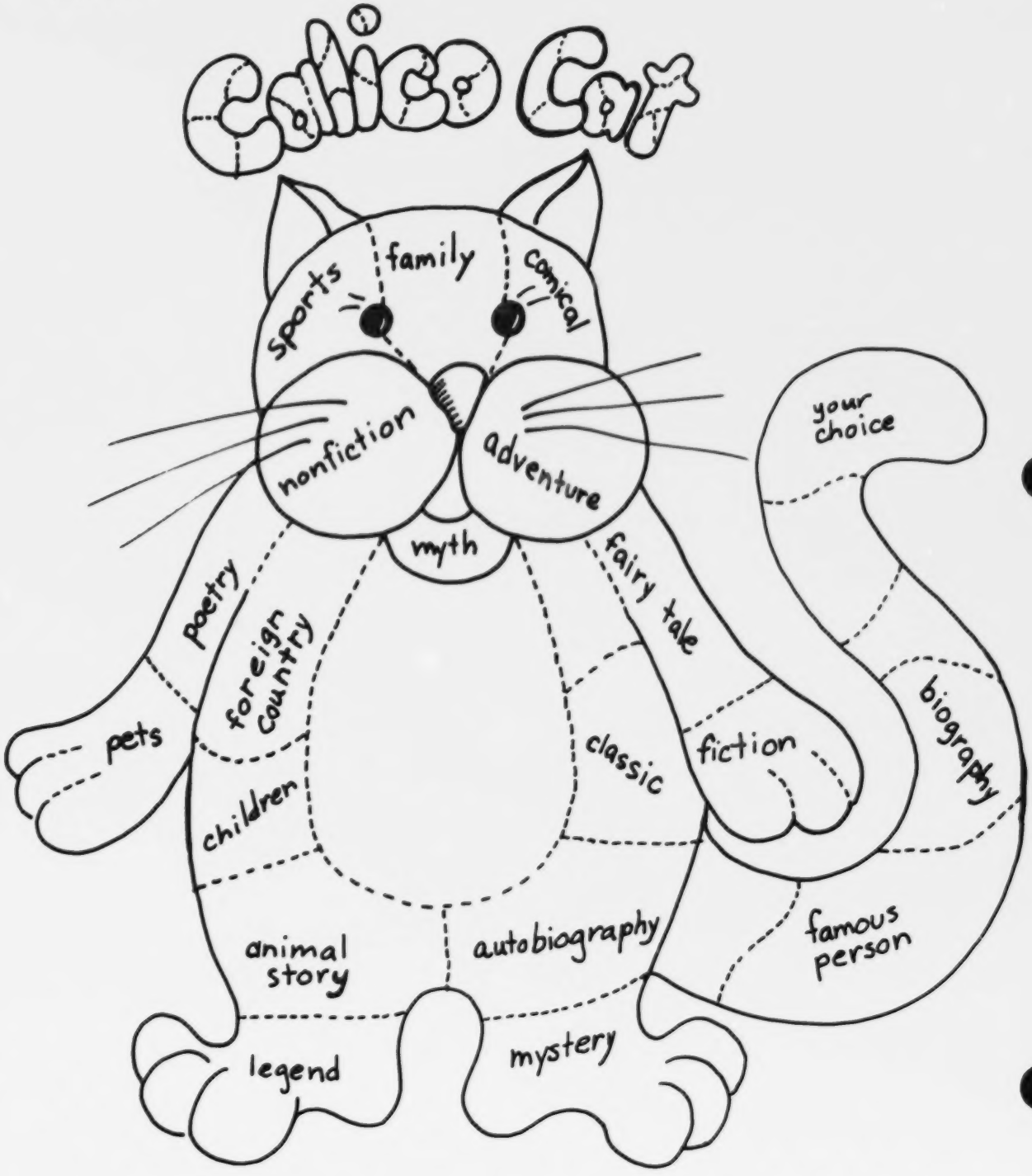
Year Grade

_____

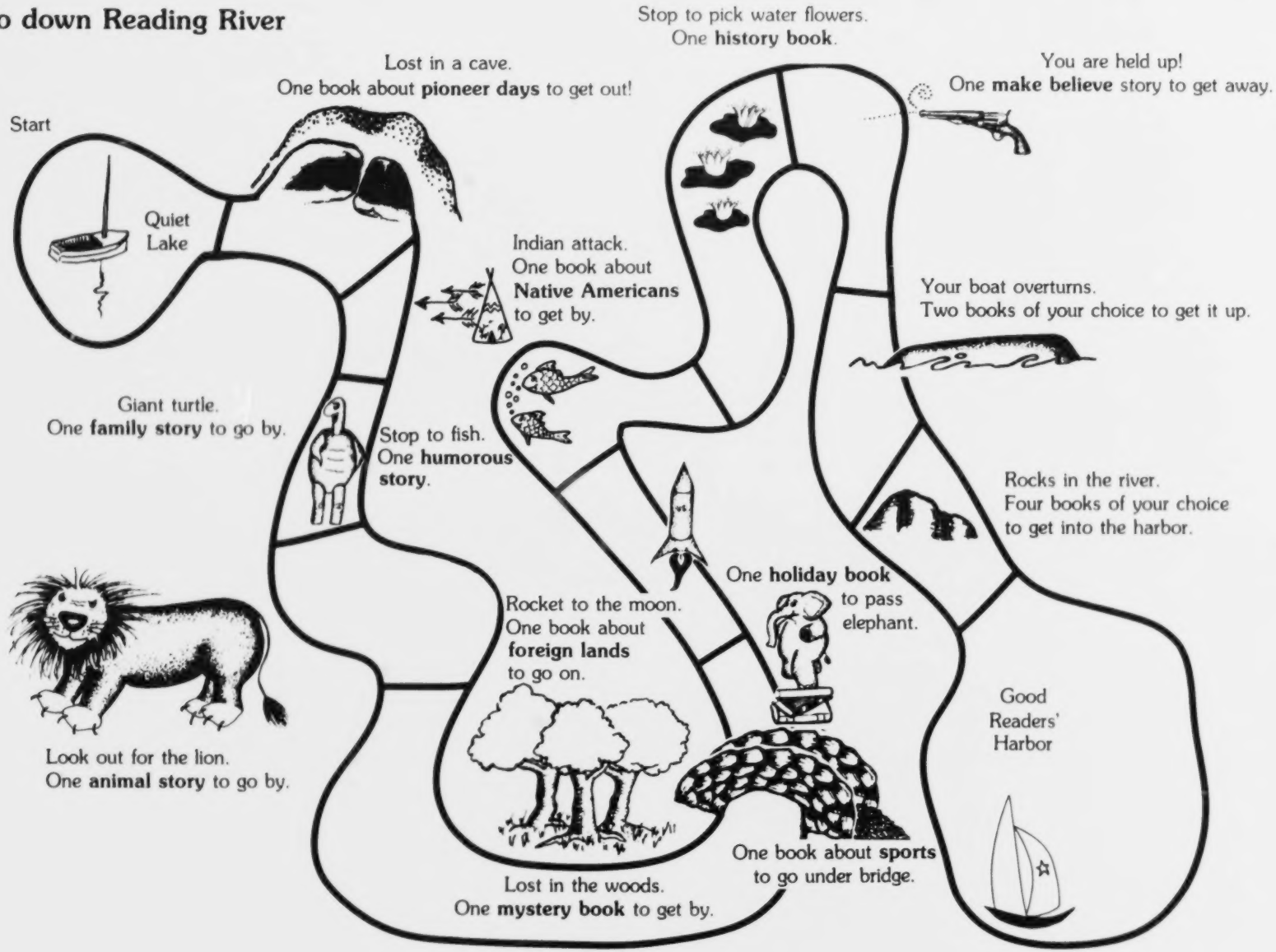
School

Reading Games

Keep the CALICO CAT in your work folder. Each time you read something that's found on a patch, color it in.



Go down Reading River


Start
Quiet Lake
Lost in a cave.
One book about **pioneer days** to get out!
Stop to pick water flowers.
One **history book**.
You are held up!
One **make believe** story to get away.
Indian attack.
One book about **Native Americans** to get by.
Your boat overturns.
Two books of your choice to get it up.
Giant turtle.
One **family story** to go by.
Stop to fish.
One **humorous story**.
Rocks in the river.
Four books of your choice to get into the harbor.
One **holiday book** to pass elephant.
Rocket to the moon.
One book about **foreign lands** to go on.
Look out for the lion.
One **animal story** to go by.
Good Readers' Harbor
One book about **sports** to go under bridge.
Lost in the woods.
One **mystery book** to get by.

Clip Art Samples

PICK THE PERFECT PET

Stop dragon your feet & come to our book fair.

For Consumers:
Read one every 3 months.
Consumer Information Catalog
Consumer Information Catalog
Consumer Information Catalog
Consumer Information Catalog

Bookmarks

Circulate in your library media center—

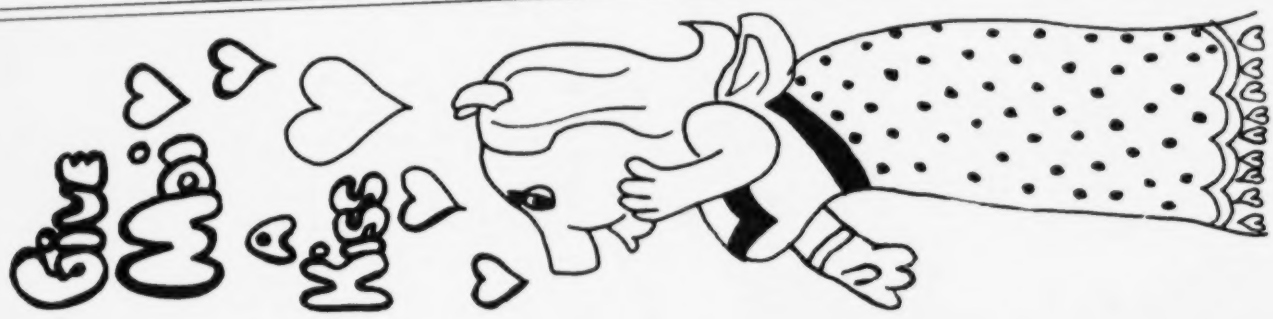
Check out a book

Discover the magic of media

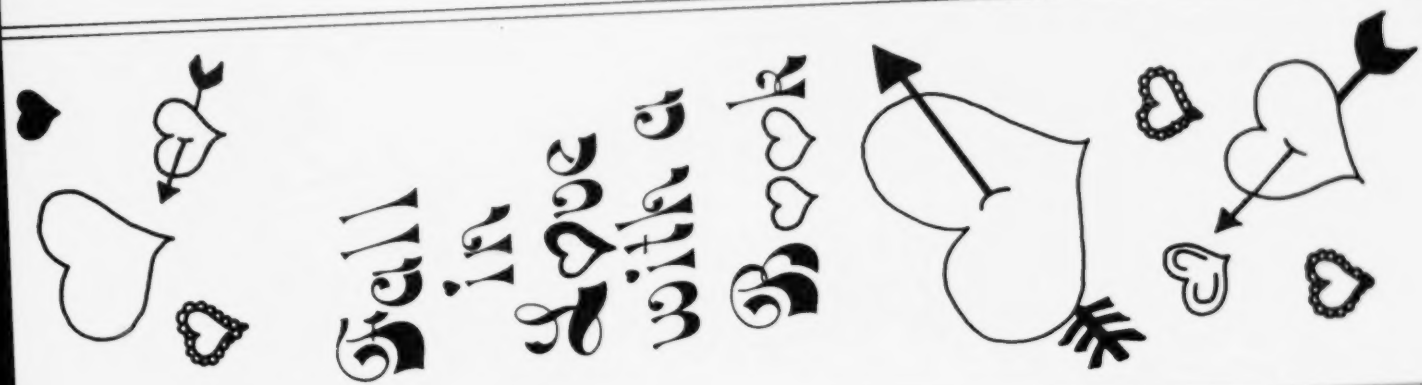
I'm a winner in the library media center!

Is my library book due?

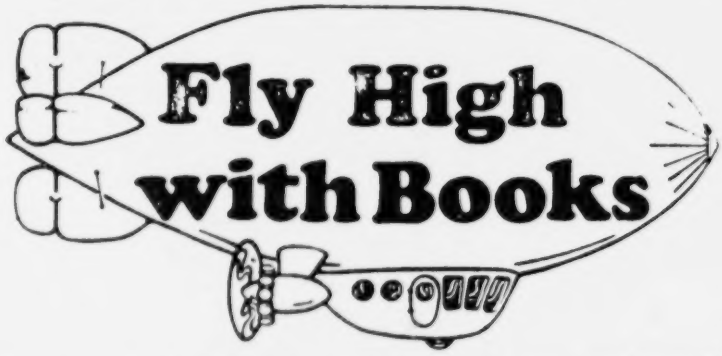
Be mine

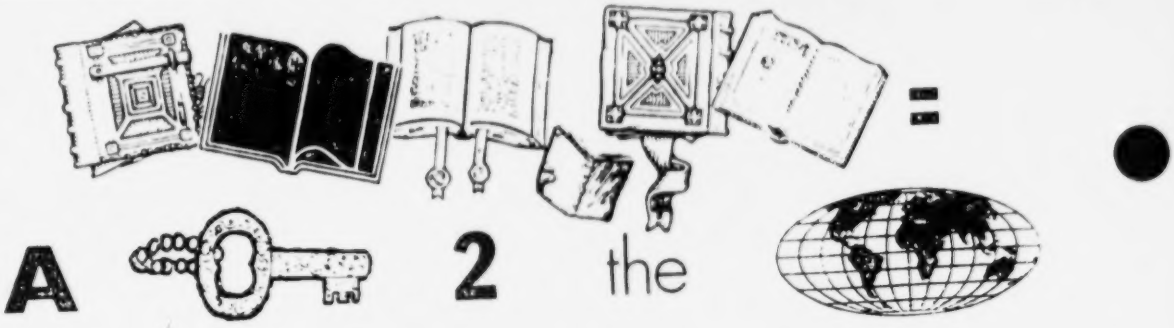


VALENTINES DAY



Valentine


Fly High
with Books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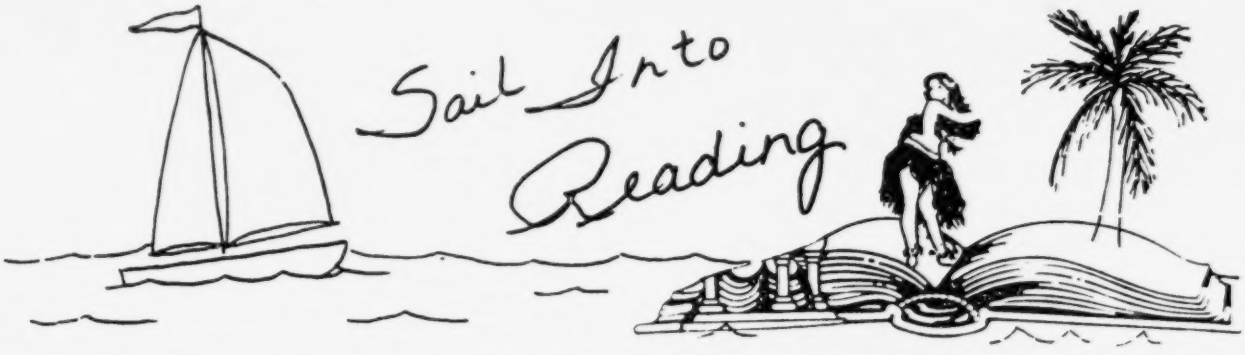
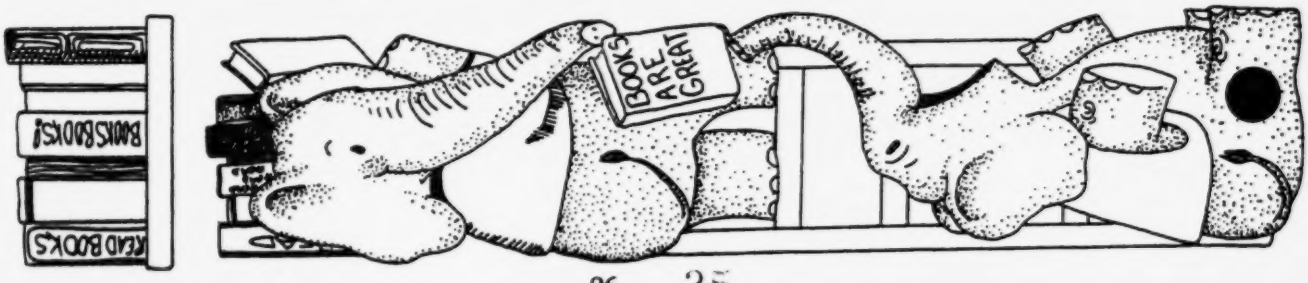

Sail Into
Reading


BOOKS ARE GREAT
READ BOOKS
BOOKS BOOKS!

READ
Books!
READ MORE BOOKS
BOOKS
READ MORE ALL THE
TIME

Sample Letter to Graduates

May 19____

_____ High School

Dear Graduating Senior:

Congratulations on achieving one of the most important milestones in your life! We have enjoyed working with you in the library during your years as a student at _____ High School and shall miss you. The end of high school marks a new beginning for you. There will be many changes. With this thought in mind, we have prepared a parting gift for you—a list of books, some one-of-a-kind and others prototypes. These are possibilities for your personal collection. Please share this list with your parents for gift suggestion ideas. Our best wishes to you; our hopes are that your future will be filled with reading.

Don't leave home without:
The Amy Vanderbilt Complete Book of Etiquette
Elements of Style
Modern American Usage
Roget's Thersaurus in Dictionary Form
Student's Guide for Writing College Papers
Turabian's Manual for Writers of Term Papers
Webster's New Collegiate Dictionary
World Almanac and Book of Facts

If you're on your own:
Better Homes and Gardens Do-It-Yourself Automotive Maintenance and Repair
Encyclopedia of Household Hints and Dollar Stretchers
Good Housekeeping Decorating and Do-It-Yourself
The Home Repair Book
Singer Sewing Book

For specialized interests:
Bullfinch's Mythology
Concise Dictionary of Literary Terms
Dictionary of Art and Artists
Dictionary of Foreign Terms
Dorland's Pocket Medical Dictionary
Fodor's Europe
The Lifetime Reading Plan
Mathematics Dictionary
Pictorial Travel Guide or Scenic America
The Reader's Encyclopedia
Signet/Hammond World Atlas
Your Library: A Reference Guide

Our best wishes follow you.

_____ 37
Librarian

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency
Austin, Texas
GE7 370 03
Fall 1987